Lesson Preparation book

ICT

4th.Prim – Second Term –2024

Prepared and Designed by/ جروب فريق أصدقاء الكمبيوتر المتخصص

Yasmin Shoaeb

Teacher's Biography

Name : ....

School : ....

The educational administration: ....

Qualification: ....

Teaching Subject: ....

Comprehensive School: ....

The school to which he is delegated: ....

Date of appointment: ....

The job is on the staff: ....

Teacher Code: ....

Mobile Number: ....

Teacher	**Supervisor**	**School Principal**
....	....	....

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Daily Class Schedule

Session Day	The first	Second	Third	Fourth	Fifth	Sixth	Seventh
Saturday							
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							

Session Day	The first	Second	Third	Fourth	Fifth	Sixth	Seventh
Saturday							
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							

Teacher	Supervisor	School Principal
....	....	....

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The General objectives of computer and information technology

1- **Providing** students with the appropriate amount of scientific and basic knowledge and skills in the hall of information technology.

2- **Developing** basic scientific thinking skills.

3- **Acquiring** the ability to use technical users, multimedia and networks and employing them as tools to serve different fields of study and integrate with them

4- **Training** students to work in a team through their practice of computer technologies.

5- **Developing** students' self-skills to reach the correct information themselves from the use of computers.

6 - **Develop** awareness among students of the importance of use in all area of life.

7- **Acquiring** concepts, skills and trends of computer technology that elevate the aspects of artistic aesthetic taste

8- **Students'** appreciation of the role played by the computer in daily life

9- **Students** are familiar with the computer and dealing with its programs without fear

10- **Raising** students' awareness of the concept of information ethics and the rules of safe use of the Internet

Teacher	**Supervisor**	**School Principal**
....	....	....

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The specific objectives of computer and information technology

By the end of this Axis, the student will be able to:

- **Give** examples of how information is shared.
- **Deal** with digital tools in an easy and secure way.
- **Feel** the importance of digital tools.
- **Mentions** the meaning of digital citizenship.
- **Dealing** with digital tools in an ethical manner.
- **give** examples of areas where technological tools help positively
- **Deal** with ways to support information technology in all fields easily
- **Feel** the importance of using digital tools positively
- **Mention** the difference between synchronous and asynchronous connection.
- **Dealing with** both types of communication easily and conveniently
- **Identify** the tools needed to communicate online
- **Mention** the etiquette of using electronic means of communication
- **Deal** with types of communication in an easy and secure way.
- **Feel** the importance of online learning resources
- **mention learning** environments and learning resources available online.
- **Deal with** learning environments and resources in an easy and secure way
- **Feel** the importance of online learning resources.
- **Differentiate** between reliable and unreliable online sources.
- Explain how to plan for digital research
- **Feel** the importance of Internet sources in doing research
- **Recognize** the appropriate method of communication in different situations
- **Compare** synchronous and asynchronous connection
- **Feel** the importance of use online communication methods

Teacher **Supervisor** **School Principal**

....

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Scope and sequence

THEME 3 DIGITAL CITIZENSHIP

LESSON	TOPICS	SKILLS INTEGRATION		
		Life Skills	Values	Issues and challenges
LESSON 1 **Explorer in Action**	- The use of digital technology in daily life - Virtual communities - Digital citizenship	**Learning to know:** critical thinking; formulate questions	**Academic values:** appreciation of technology	**Globalization issues:** digital citizenship
LESSON 2 **Digital citizenship**	- Digital citizenship - The safe and ethical use of ICT tools	**Learning to be:** sharing **Learning to live together:** communication	**Co-existence values:** tolerance and acceptance of others	**Globalization issues:** digital citizenship **Citizenship issues:** awareness of rights and responsibilities
LESSON 3 **Positive impacts of ICT**	- The benefits of ICT - Education 2.0 and the Egyptian Knowledge Bank - Ways to support ICT in the learning process.	**Learning to be:** sharing **Learning to live together:** communication	**Work values:** proficiency; cooperation	**Globalization issues:** technological awareness **Discrimination issues:** Equal access for people of determination
LESSON 4 **Internet communication**	- Online communication - Difference between synchronous and asynchronous communication	**Learning to know:** critical thinking **Learning to live together:** communication	**Academic values:** appreciation of technology	**Globalization issues:** civilizational communication
LESSON 5 How to use e-communication	- E-communication etiquette - Video chats, email, and other forms of online communication - ICT proficiency	**Learning to be:** empathy **Learning to do:** cooperation	**Co-existence values:** respect	**Globalization issues:** civilizational communication
LESSON 6 Online learning environments and sources	- Virtual labs, interactive maps, and other online environments - The use of online sources in academic research	**Learning to do:** negotiating **Learning to know:** problem solving	**Work values:** perseverance	**Globalization issues:** digital citizenship
LESSON 7 Planning digital searches	- How to plan and conduct research online - How to present information using online sources - How to tell the difference between reliable and unreliable sources	**Learning to do:** productivity **Learning to know:** creativity	**Personal values:** independence **Academic values:** objectivity, curiosity, and honesty	**Citizenship values:** participation in scholarly research
LESSON 8 Synchronous and asynchronous communication	- Communication that involves ICT tools - How to use synchronous and asynchronous communication with teachers and classmates - How to report findings using digital tools	**Learning to do:** decision making **Learning to know:** critical thinking	**Work values:** transparency and integrity **Personal values:** independence	**Citizenship values:** participation in scholarly research

THEME 4 SOFTWARE PROJECTS

LESSON	TOPICS	SKILLS INTEGRATION		
		Life Skills	Values	Issues and challenges
LESSON 1 **Explorer in Action**	- Different kinds of software - HApplying ICT applications in (research, games,..) - How ICT tools are helping animals around the world	**Learning to do:** productivity; setting goals **Personal values:** accountability; setting expectations	**Work values:** cooperation **Personal values:** compassion	**Environment and development issues:** environmental responsibility; sustainable development
LESSON 2 Problem-solving skills	- The steps involved in problem-solving - How to analyze and solve problems	**Learning to know:** critical thinking; problem solving	**Work values:** cooperation	**Citizenship issues:** belonging **Environment and development issues:** social participation
LESSON 3 **Presenting information to others**	- Tools and techniques for presenting information - Design concepts	**Learning to do:** decision making **Learning to be:** sharing	**Academic values:** curiosity	**Environment and development issues:** environmental pollution; sustainable development
LESSON 4 **Digital applications**	- How to evaluate sources found via search engines - Problem-solving - How to use Word and Excel	**Learning to know:** critical thinking; creativity	**Personal values:** independence	**Globalization issues:** technological awareness
LESSON 5 **Algorithms**	- The concept of algorithms - How a search engine uses algorithms - How to solve a problem using an algorithm	**Learning to live together:** means of communication **Learning to know:** problem solving	**Academic values:** appreciation of mathematics	**Globalization issues:** digital citizenship
LESSON 6 **The principles of coding**	- The concept of coding - Coding and how it helps to solve problems	**Learning to know:** creativity	**Work values:** proficiency **Academic values:** appreciation of mathematics	**Globalization issues:** civilizational communication
LESSON 7 **Graphic art**	- How to use graphic editors - How to add and edit photos - How visuals can help a presentation	**Learning to live together:** reviewing goals	**Work values:** perseverance	**Globalization issues:** technological awareness
LESSON 8 **Creating a PowerPoint presentation**	- Important elements of a presentation - PowerPoint features	**Learning to live together:** means of communication **Learning to do:** creating a set of instructions	**Work values:** perseverance **Personal values:** independence	**Globalization issues:** technological awareness

Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 1: The Active Explorer
William Tyner

Lesson objectives:

By the end of this lesson, the student will be able to:

- Give examples of how information is shared.
- Deal with digital tools in an easy and secure way.
- Feel the importance of digital tools.

Strategy: Brainstorming – dialogue and discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : Does digital technology play a role in everyday life?

Lesson Presentation:

William Tyner is a cultural anthropologist, technologist and filmmaker.

William believes that:

- Using technology in a positive way helps people become successful digital natives.

- Digital interpersonal communication is useful for exchanging opinions and forming relationships.

William Tyner works with organizations that help individuals connect and also build the user-friendly digital tools they need.

Through these tools and applications, we can:

Pay various bills - book travel tickets - money transfers through some applications.

Evaluation :

Put √ or X:

1. William Tyner works with organizations that only help individuals communicate. ( )
2. Through the Internet we can pay bills and book travel tickets. ( )

Homework: Solve The book's Questions P12-13

Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 2: Digital Citizenship

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Mentions** the meaning of digital citizenship.
- **Dealing** with digital tools in an ethical manner.
- **Feel** the importance of knowing digital rights and responsibilities.

Strategy: Brainstorming – Dialogue and Discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : **What** does it mean to be a digital citizen?

Lesson Presentation:

Digital citizenship: It is the ability to use digital technology in an ethical, responsible and safe way, and it helps you use and benefit from digital technology and also protect your digital footprint.

Digital footprint: It is a record of everything you do online and includes the sites you visit – everything you share with others – what others share about you, so it is very important to share your information and information about others in a safe and responsible way.

The digital citizen has rights and responsibilities:

1. **It's your right** not to copy or share your digital fingerprint without your consent.
2. **You have the right** to publish in manner way with those around you.
3. **You have the right** to share information while respecting intellectual property right.
4. **You have the right** to use the internet when you need it in compliance with the law.

1. **You should** never hack protected content in order to share it.
2. **You should** always show a positive behavior in dealing with other.
3. **You should** always evaluate what you see.
4. **Make sure** to evaluate your use of the internet, is it useful or not? – is it safe or unsafe?

Evaluation : **Complete the following sentences:**

A – Digital citizenship is.................................. .

B – Digital footprint is ....

Homework: **Solve The book's Questions p.16-17**

Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 3: Positive Effects of ICT

Lesson objectives:

By the end of this lesson, the student will be able to:
- give examples of areas where technological tools help positively.
- Deal with ways to support information technology in all fields easily.
- Feel the importance of using digital tools positively.

Strategy: Critical thinking.

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up: How did ICT tools make your life easier?

Lesson Presentation:

❁ **A digital citizen** can use IT tools to learn, share, and communicate.

The Government of Egypt has made available digital resources for educational materials through the Knowledge Bank, ensuring that all students have access to educational materials and guarantee their right to education regardless of their status.

❁ **Some of those digital sources:**

Digital Books – Activities – Educational Channels – Videos

Technological tools are useful in case of emergency circumstances such as the Corona pandemic, or whose circumstances prevent him from going out to school.

❁ **The most important digital tools:** video sharing platforms - social media platforms such as Facebook

❁ **The most popular digital applications:** WhatsApp messaging - Skype virtual meeting application

Evaluation: Complete: From the positive effects of using technological tools in the field of education is.......................................

Homework: Solve The book's Questions P20-21

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Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 4: Online Communication

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Mention** the difference between synchronous and asynchronous connection.
- **Dealing** with both types of communication easily and conveniently.
- **Identify** the tools needed to communicate online.

Strategy: Brainstorming – dialogue and discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : Do you always use the same means of communication with friends?

Lesson Presentation:

Synchronous (Simultaneous) communication: occurs at the same time ... It has an immediate response such as (video chats – live TV programs – instant chat rooms)
It requires to conduct it to a device equipped with a camera and a microphone and also a video chat program

Asynchronous communication: does not require an immediate response, as data and files are transferred between people without the need for them to be present at the same time, such as (sending emails – recorded educational programs)

E-mail is used to send and receive messages and is a **more formal** way to mess and communicate through which projects can be delivered – communicate with government agencies and need a web browser or mobile e-mail application.

Evaluation : Give an example of synchronous and asynchronous connection?

Homework: Solve The Book's Questions P24-25

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Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 5: How to Use Electronic Communication

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Mention** the etiquette of using electronic means of communication.
- **Deal** with types of communication in an easy and secure way.
- **Feel** the importance of online learning resources.

Strategy: Critical Thinking – Dialogue and Discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : **How** do you show your commitment to the etiquette when communicating online?

Lesson Presentation:

How to use ICT tools in communication:

Video chats: To start a conversation yourself, create a link and send it to whoever you want to chat.
As for joining a conversation, you click on the link sent to you and wait for access permission.
You can open the microphone and camera or not open them, and if you open them, you must wear appropriate clothes.

Chat room: in which people discuss a specific topic, you can write a comment and also respond to messages Those in the rooms all have the possibility to see what you write, so be polite and positive.

Instant messaging: A fun and informal way to communicate You can write a short message and add icons and pictures by clicking on the name of the person you want to correspond and write the message and click on the send sign Be careful to have morals.

Email: It is commonly used in official situations, for example, you need to create an account on the Knowledge Bank or send a project to your teacher and allows sending attachments such as files, photos and videos.

Be careful to add a title to the message, observe the grammar and spelling rules, make sure that the attachments you send are correct.

Evaluation: **What** are the most important etiquettes that used during your video chats?

Homework: **Solve The book's Questions P28-29**

Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 6: Online Learning Environments and Resources

Lesson objectives:

By the end of this lesson, the student will be able to:

- Differentiate between learning environments and learning resources available online.
- Deal with learning environments and resources in an easy and secure way.
- Feel the importance of online learning resources.

Strategy: Critical Thinking – Dialogue and Discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : Have you ever deal with online learning environments?

Lesson Presentation:

Online learning environments :

Like **Edmodo**, it allows communication between teachers and students, making virtual classes, and downloading tests and homework.

Online learning source :

Egyptian Knowledge Bank EKB: A digital library containing many educational materials.

Vlaby: A virtual laboratory platform for conducting laboratory experiments.

National Geographic Kids: A platform for children to access information in different educational fields.

Interactive mapmaker: An interactive feature provided by National Geographic that provides online mapping tools and is one of the safe and reliable sites for research and data collection.

Evaluation : Mention some online learning resources.

Homework: Solve The book's Questions P32-33

Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 7: Digital Research Plan

Lesson objectives: By the end of this lesson, the student will be able to:

- Differentiate between reliable and unreliable online sources.
- Explain how to plan for digital research.
- Feel the importance of Internet sources in doing research.

Strategy: Critical Thinking – Dialogue and Discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up: Have you ever done a digital research? What are your sources in doing the research?

Lesson Presentation: Perform a digital search for reliable content (going through several stages):

1- Choose the topic of research
2- Selection of types of electronic sources for research
3- Evaluate the types of sources that have been used, whether they are reliable or unreliable

Be careful to write down sources after verifying them.

Unreliable sources: They may be the result of personal opinions, errors or even lies, including: social networking sites.

Reliable sources: They are files and information written by experts who have verified their correctness and are free of spelling errors and provide an ethical method, including: Knowledge Bank.

Writing the research outline: It must include the following:

Introduction – paragraphs supporting the information provided – conclusion and final thoughts on the topic.

Evaluation: Mention the stages of conducting a digital sea

Homework: Solve The book's Questions P36-37

Date				
Class				
Session				

Third Axis
(Digital Citizenship)
Lesson 8: Synchronous and Asynchronous Communication

Lesson objectives:

By the end of this lesson, the student will be able to:

- Recognize the appropriate method of communication in different situations.
- Compare synchronous and asynchronous connection.
- Feel the importance of use online communication methods.

Strategy:

- Dialogue and discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up : How do you communicate with your colleagues online?

Lesson Presentation:

Simultaneous Connection:

- Between friends and close family members.
- When the situation needs speed.
- When information about everyday life is circulated.
- When the answer does not require thought or preparation.

Asynchronous connection:

- Among people who don't know each other very much.
- Sensitive and complex topics.
- When the answer needs to be thought or prepared.
- Important but not urgent information.

Evaluation: What is the difference between synchronous and asynchronous connection?

Homework: Solve The book's Questions P40-41

Date				
Class				
Session				

Third Axis
(Digital citizenship)
Review on the third Axis

Lesson objectives:

By the end of this lesson, the student will be able to:

- Mentions presentation elements.
- Discusses the features of the presentation.
- Provides information on a specific topic using PowerPoint.

Strategy: Collaborative learning – dialogue and discussion.

Teaching aids: Blackboard – Textbook – Presentation

Preface: What are the most important topics of the third theme?

Lesson Presentation:

First question: State the difference between each of the following:

Digital Citizenship – Digital Footprint.

Simultaneous connection – asynchronous connection.

Second question: Mark √ or X:

1. You can pay bills online. ( )
2. William Tyner works as an archaeologist. ( )
3. A digital footprint is a record of everything you do online. ( )
4. The digital citizen is the one who uses IT tools. ( )

Calendar: Solve the rest of the review questions on p. 42-43

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Fourth Axis

Software projects

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 1: The Active Explorer
((Gautam Shah))

Lesson objectives:

By the end of this lesson, the student will be able to:

- Describe Different types of software and how to use them.
- Discusses the role of various digital applications
- Determines Ways in which technological tools help protect wildlife.

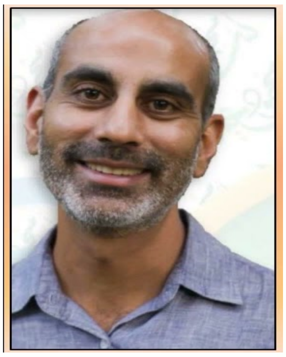
Strategy: Critical thinking – dialogue and discussion

Teaching aids: White board – Student's Book – Power Point Presentation – Video presenting projects of Gautam Shah

Warm Up: What do scientists want to find when they look for wild animals?

Lesson Presentation:

Gautam Shah:



Founder of an organization It uses innovative digital tools to enhance the relationship between humans and wildlife. After working as an expert in the field of information technology in several countries, he decided to use his skills to positively affect wildlife.

Organization Internet of Elephant:

An organization concerned with preserving wildlife by designing games with augmented and virtual reality technology that allow interaction with animals in their natural environment, which prompts people to care about wildlife.

The most important technological tools used by the organization:

GPS data collection system for game design.
Display screens and digital devices to display virtual reality

Evaluation : Who is the founder of the organization Internet of Elephant?

Homework: Solve The book's Questions P48-49

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 2: Problem-solving skil

Lesson objectives:

By the end of this lesson, the student will be able to:

- Mention Problem solving steps..
- Discuss the How to divide big problems into small problems
- Feel the importance of using problem-solving steps.

Strategy:

Brainstorming – Dialogue and Discussion - Problem Solving

Teaching aids:

White board – Student's Book – Power Point Presentation

Warm Up

Think about the problem you encountered for any device. What was the problem? Did you solve it? And how did you manage that?

Lesson Presentation:

Steps to solve the problem:

1. Build a hypothesis (guess a way to solve)
2. Test your hypothesis (with care not to be compromised).
3. If the solution works, the problem is over. If it doesn't, you can learn from your mistakes to build a new hypothesis.

Divide problems into small parts:

1. Break down the difficult task into several smaller tasks.
2. If you are a team, assign each person a specific task.

Evaluation :

Mention the steps to solve the problem

Homework:

Solve The book's Questions p.52-5

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 3: provide information

Lesson objectives:

By the end of this lesson, the student will be able to:

- Discusses the best way to present information to others.-
- Explains the digital needs of simple projects.
- Discusses some basic design concepts.

Strategy: Critical thinking–cooperative learning

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up Which of the presentations offered to you in class did you like?

Lesson Presentation:

Digital tools needed to present information:

Digital posters.

Digital billboard.

It includes a program Microsoft office365Various design options such as:

PowerPoint - word - publisher

There are some digital concepts to consider in the design:

- Margins: It is the distance between the edges of the poster or painting and the content, and the margin should not be narrow because that gives the impression that the page is crowded.
- Font type: Choose a suitable size for reading and displaying the information on the board. Also, choose a simple font type that does not distract attention.
- Colors: Taking into account the consistency of the colors and to be attractive with not using more than 3 colors and the background color is suitable for the font color.
- Pictures Be clear, of high quality, and appropriate to the content.

Evaluation : Mention the digital concepts that need to be considered in the design?

Homework: Solve The book's Questions P56-57

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 4: digital applications

Lesson objectives:

By the end of this lesson, the student will be able to:

- Differentiates between reliable and unreliable sources.
- Uses Program skills word – excel Easily.
- Prefer Program use word – excel sharing information.

Strategy: Critical thinking – dialogue and discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up What is the impact of human behavior on the environment?

Lesson Presentation:

Evaluation of information sources:

In order to evaluate the sources and ensure their credibility, you need to verify the author and his competence–Evidence of information–The freshness of the information–Do not have personal opinions–There should be no bias in presenting the information.

program use word – excel To record data:

program Excel It is used to create data tables and also make statistics and display numbers because it performs calculations on them automatically.

Program Word It is used to write beautifully, add images and designs, and also enables you to link the file to websites

Evaluation : What is the difference between the program of the word – excel ?

Homework: Solve The Book's Questions P60-61

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Date				
Class				
Session				

fourth Axis
Software Projects
Lesson 5: Algorithms

Lesson objectives:

By the end of this lesson, the student will be able to:

- **Discusses** the concept of algorithms.-
- **Explains** how the search engine uses algorithms.
- **Explain** how to solve a problem using algorithms.

Strategy: Brainstorming – Dialogue and Discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up How does following specific and ordered steps help you solve a problem?

Lesson Presentation

Algorithms:

It is a series of steps that explain how to perform a specific task.

Examples of using algorithms:

- Used as a search engine to give specific results.
- It is used in the preparation of a meal preparation recipe.
- Used to give directions and daily routines.

Algorithms and Computer:

Computers and its applications use algorithms to perform a specific task. When you enter keywords into a search engine, the search engine takes steps to provide results

So

You must be careful to write accurate keywords so that the search engine uses the appropriate algorithms and the results are more accurate and specific

Evaluation Complete: algorithms are..

Homework: Solve The book's Questions P64-65

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 6: Programming principles

Lesson objectives: By the end of this lesson, the student will be able to:

- **Discusses** the concept of programming.-
- **Uses** Programming as a problem-solving method.
- **Thanks** for designing software projects by himself.

Strategy: Brainstorming-Dialogue and discussion-cooperative learning

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up: What kinds of video games do you prefer ?

Lesson Presentation:

programming:

Writing multiple algorithms to create an integrated program.

Code:

The language through which you can create graphics, applications and games, and there are different languages.

Programming examples:

You can create and design a simple maze with instructions for passing it, and there are some sites dedicated to thatcode.org

Evaluation : Complete : code is ....

Homework: Solve The book's Questions P68-69

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 7: graphic art

Lesson objectives:

By the end of this lesson, the student will be able to:

- Discusses how to use Graphic programs.
- Adds some visualization to the presentation.
- Explains how to add and edit images

Strategy: Practical training– Dialogue and Discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up How do you think ... Visualizations support presentations?

Lesson Presentation:

Paint :

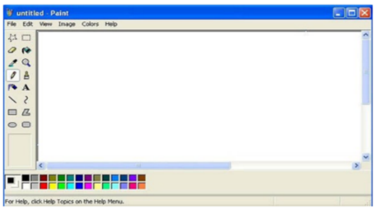
One of the popular programs in the field of photo editing and graphics.

To run the program:

From the start menu we choose accessories and from it we choose paint program.

The opening screen of the program:

Title bar – Color box – Menu bar – Drawing area – Toolbox.



Advantages of photo editing programs:

1. Fill the colors using the options.
2. Add text to images.
3. Select certain parts of the picture and cut them.
4. Change the size and orientation of the image.

Word also found a word processor program that provides graphic tools such as automatic shapes – three-dimensional models – sketch ...

Evaluation: Mention the steps to run Paint.

Homework: Solve The book's Questions P72-73

Date				
Class				
Session				

Fourth Axis
Software Projects
Lesson 8: Synchronous and asynchronous communication

Lesson objectives: **By the end of this lesson, the student will be able to:**

- **Mentions** presentation elements.
- **Discusses** the features of the presentation.
- **Provides** information on a specific topic using PowerPoint

Strategy: Practical training – Dialogue and discussion

Teaching aids: White board – Student's Book – Power Point Presentation

Warm Up

What are the elements of a good presentation?

Lesson Presentation:

Steps to run Power Point:

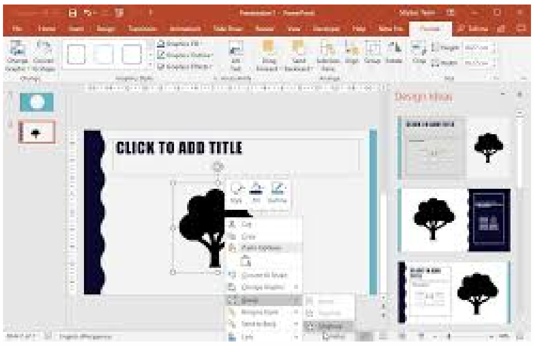
From the Start menu, choose Microsoft office, and from there, choose Power Point

Slide:

It is the display page and contains text and images and appears with additional thumbnail images in the program screen.

When designing the presentation, make sure to:

- Avoid long paragraphs or sentences.
- Ensure that the font type and size are legible.
- Use relevant images instead of text.



Evaluation: **Complete:** from the elements of a good presentation....................

Homework: **Solve The book's Questions P76-77**

Date				
Class				
Session				

Fourth Axis
Software Projects
Review on the fourth Axis

lesson objectives:

By the end of this lesson, the student will be able to:

- Mention the most important information he has gained in this axis.
- Discusses how to break down big problems into small ones.
- Solve some of the exercises on the axis.

Strategy: Collaborative learning – dialogue and discussion.

Teaching aids: Blackboard – Textbook – Presentation

Warm Up What are the most important topics of the fourth axis?

Lesson Presentation:

First question: State the difference between each of the following:

Steps – trial and error.
Algorithms – programming.
Slide – thumbnail.

Second question: Answer:

Here are three tools you can use in Paint to create your own drawings.

Evaluation: Solve the rest of the review questions, pp. 78–79.